

Infant and Toddler Care

Is There A Baby In The House?



*A home without a baby
Is a hive without a bee,
A nest without a robin,
A pod without a pea,
A rainbow lacking color,
A summer with no heat,
An ocean still and saltless,
A heart that doesn't beat.*

*A home that has a baby
Is a busy, buzzing hive,
A pod that's full to bursting,
A nest that is alive,
A many-colored rainbow,
A summer's warmest part,
A wavy, salty ocean,
A steady beating heart.*

—Richard Armour

*From For Partly Proud Parents
HarperCollins Publications, Inc.*

Child Care Detectives

Little Kevin had just turned one when he started in my family day care. He was a watchful redhead when he arrived with mom who was taking a part-time accounting job during tax season. She was reluctant to leave him but simultaneously excited to be going to the work world of adults for awhile. The extra money was going to come in handy. Kevin had a bottle filled with chocolate milk, a blanket and diaper bag with him. We got acquainted during the morning and he accepted me as the substitute mom I was trying to be.

When I changed his diaper before putting him down for his nap, I saw his bottom was irritated and red. Looking in his bag for his diaper cream, I found none and made a mental note to talk with mom about some zinc oxide but used Vaseline in the meantime. When he awoke from his nap, he cried and cried. He didn't want to sit on my lap at all and wailed louder when I moved him. Removing his diaper, I found the skin situation worse than ever; it was now flaming red and hot to the touch. I laid him on his tummy on a pillow on the floor with an array of toys in front of him and his bare bottom free to the open air. The crying stopped and he looked at me in relief with something approaching gratitude in his expression. The redness looked better by the time mom came to get him and I diapered him again.



The next day was a rerun of the first, but this time he had diarrhea. By the fourth day, I had run the gamut of my knowledge of diaper creams, mom was going to take him to the doctor, and her husband thought she should quit work. She looked at me helplessly and I encouraged her to go to the doctor, by all means. The doctor requested I save the diapers and record each diaper change. I was given the definite impression that dad thought I was neglecting their child and that the doctor thought I wasn't changing the child often enough. But I, the experienced child care provider and mother of a sensitive redhead myself, took it calmly, complied with their requests and made some inquiries of my own. Had they introduced any new foods into Kevin's diet? No. What about the chocolate milk? Oh, his dad felt sorry for him having to go to a "baby-sitter" so he gave that to him before coming to my house. Had they told that to the doctor? No. Kevin's mom looked hopeful that perhaps I had hit upon something. I suggested they not take my word for it but phone the doctor and ask about the chocolate milk factor as a potential irritant.

The next day, Kevin arrived minus chocolate milk and mom was all smiles as her son readily leaned into my arms to be taken from her. We had pinpointed the culprit. Kevin's bottom cleared up almost immediately. Our detective work paid off in more ways than one. By my staying calm in the face of criticism and recognizing the veiled accusations as a search for solutions by anxious and inexperienced parents, I actually gained their respect and became their parent mentor and partner in Kevin's care.

- Lita Kate Haddal, editor

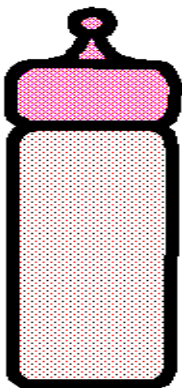


Table of Contents

Editorial	1
News and Views!!!	2
Articles to Keep	7
Books to Borrow	13
Audiovisual Materials to Borrow	21
Resources Elsewhere	28
Reproducible Handouts	29
Ordering Information	30

News and Views!!!

New Infant and Toddler Initiative

The Wisconsin Early Childhood Association (WECA) is preparing to launch the Infant and Toddler Initiative in Wisconsin. Its purpose is to develop and sustain an infant toddler training, scholarship and enhanced compensation system. The first phase is to offer this initiative in 5 regional areas and expand statewide in the future. Scholarships will be available for teachers and family child care providers to earn a new Infant Toddler Credential, which is being developed by Janet Gonzalez-Mena especially for Wisconsin. The designated training sites will recruit potential scholarship recipients and provide the courses toward the Infant Toddler Credential. For more information, contact Jeanette Paulson, WECA, (608) 240-9880 or paulsonj@wecanaeyc.org.

Retirement Announcement!

After years of service, the following brochures have been retired: "Consumer's Guide to Child Care", "The Child Care Checklist", "Choosing Child Day Care", and "Your Day Care- Is it Legal?"

Please welcome...the following multicolored brochures for parents, in Spanish and English, now available from the Child Care Information Center, 1-800-362-7353 or (608) 224-5388.

Your Guide to Licensed Child Care, a summary of the licensing rules as they pertain to the caregiver, the place and the program. Licensed child care providers are required to distribute this brochure to the parents of each child upon enrollment. Includes how to contact Resource & Referral agencies and Licensing Field Offices.

Your Guide to Legal Child Care, an explanation of the Wisconsin day care licensing law, what types of child care exist and when a license is not needed. Includes how to contact Resource & Referral agencies, certifying agencies, and Licensing Field Offices.

Your Guide to Choosing Child Care, pointers to parents on what to look for in choosing child care or evaluating the child care center or home they are already using, some of their responsibilities as parents and child care users, and how to contact Resource & Referral agencies, certifying agencies, and Licensing Field Offices.

Staff Turnover & Parent Nightmares

by Joan Klinkner, B.S.
Lead Toddler Teacher
Fox Valley Tech College Parent/Child Center
Secretary, WECA Board of Directors

APPLETON - A parent paid me a great compliment recently. Her first child had been in my room as a toddler, and now her second child was in the infant room. She arrived one morning and told me about a "bad dream" that she had had the night before. In her dream, I was quitting my job as lead toddler teacher. She begged me to stay at least one more year, so that I could care for her second child when he moved up to the toddler room.

I felt very flattered that she would be so concerned about my being her child's teacher. Although I have been in my current position for thirteen years, I know that is rare for child care teachers in general, and especially rare for infant toddler teachers. We all have heard about the high turnover rate in our field, and about the effects on children. This incident helped me see how turnover (and even the thought of turnover) can impact parents, as well.

The child care field is working hard to address the issue of high turnover. Educational opportunities that provide specific training in working with infants and toddlers help to ensure that teachers provide high quality care to children. The Infant Toddler Care Specialist certificate offered by Fox Valley Technical College, or the upcoming Infant Toddler Credential from The Registry are two examples. But increased training must be coupled with increased compensation. Efforts to improve working conditions, to provide compensation packages that offer a living wage and reasonable benefits to child care staff are the most effective strategies we have to retain qualified child care teachers.

My hope is that the day will soon come when well-trained, well-compensated teachers can continue to provide consistently high quality care for young children. Then no more parents will have to worry about the "bad dream" of teacher turnover.



In an Old House in LA, under treetops and sky, I met Magda Gerber and the Institute RIE.

by Barbara Karlen
Wisconsin Child Care Improvement Project

In August, 1998, I had the great privilege of attending a two-week training in infant care and development at the Resources for Infant Educators (RIE) Institute. It was my first trip to California, and what a trip it was. But more about that later.

Magda Gerber, infant specialist, educator of parents and professionals, and now a great-grandmother, fled Hungary with her husband and children when the Communists seized their home in Budapest in 1956 in the Hungarian Revolution. Until then, she was deeply immersed in studying and working with Dr. Emmi Pikler, a pediatrician, professor, and executive medical director of an orphanage. Here in the U.S., Magda has applied the Pikler philosophy to her work with infants, parents and *educarers* (a term she much prefers to *teachers*).

Dr. Pikler, a contemporary of Maria Montessori, believed in letting babies develop without interference at their own rate, not worrying about the date of the milestones, not attempting to hasten their development with walkers, propping in sitting positions, or exercises. She found the social and emotional health of infants flourished when they had predictable, familiar environment and routines, and were able to have a special relationship with one consistent educarer, who would be with a group of three infants until they reached age three. Today, we call this *primary caregiving* and *continuity of care*.

Three key words define, for me, the RIE philosophy:

RESPECT

AUTHENTICITY

SIMPLICITY



RESPECT: Talk to a child as if you were having a conversation with him. When you want to pick him up, or put him down, or change his diaper, first tell him what you plan to do, then describe what you are doing. Use brief, simple, direct statements; don't chatter on and on. Try not to disturb a baby who is very absorbed in studying her fingers; babies deserve uninterrupted space and time. The daily caregiving functions—feeding, diapering, bathing---when the baby's physical needs are being met, should be occasions of intimate, focused attention.

AUTHENTICITY: Acknowledge and accept a crying baby's sadness or anger; don't say "Don't cry. Smile. You're fine." Natural is better than artificial—tree branches or curtains blowing in the breeze are more authentic sights than wind-up mobiles. Provide real food, not plastic. Babies should spend much of their waking time down on the floor, where they can practice reaching, rolling, crawling and wriggling, rather than in *devices* such as walker, swings, or baby seats.

SIMPLICITY: Less is better. The environment should be familiar, predictable, and safe. A child, allowed freedom of movement, will master gross motor skills in a predictable sequence, at his own pace. In an uncluttered environment, babies who can be down on the floor will focus on one another and develop social awareness at

an early age. A baby's first toy should be a bright cotton napkin, fluffed into a mound or cone, just within sight and reach. Magda is nothing, if not opinionated. I did not agree fully with all she said. For example, Magda dislikes the use of mirrors, stating, "They are confusing—you see another human being, but you feel a cold hard surface." Yet some research has shown that placing mirrors in various areas of a room increases the amount of time children spend playing there, and enhances interactions among them. Magda regards sensory tables as artificial, feeling sand and water play should be done outdoors where these materials naturally occur. While this is possible all year in Southern California, Wisconsin's climate is a challenge.

My notes from the Institute are sprinkled with "Magda-isms", which capture for me the essence of this spirited woman.

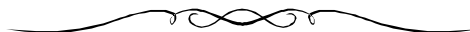
- Mobiles are good preparation for watching television.
- If you reach for a bottle every time the baby is angry or unhappy, will she reach for a bottle as an adult?
- Predictability brings security to everybody.
- All of us are special need people...The difference is that some of us are better at hiding our needs.
- If we learned by watching, we'd all be Olympic champions.
- On diapering: I tell my teachers: Every two hours, you have a "date" with the child.
- Did you ever hear of a person who applied to a college and was told "Your grades were good, your test scores are fine, but we cannot accept you, because you were not walking by 10 months of age"?
- The way infants instinctively move is always the safest.
- Every time you place infants in a position from which they cannot move freely, you prevent them from learning.
- If babies have been allowed to take risks, they will have begun with small falls, and will learn to use judgement and to trust their own balance, and to fall well.
- To figure out when to help and when not to help is the challenge.
- On formal curricula: Put your brain in a bowl so you can be fully objective and attentive.

As I said at the start...What a trip it was. The RIE Institute is Magda's home, a two-story duplex. Magda lives upstairs, and classes are taught in the first floor unit. Magda remains ever frugal, and chose this house so out-of-towners like me could stay for free and fix our own meals if so inclined. I was told there were mattresses for the floors, a bed and a roll-away, but only one bathroom, and that this time two men were attending, so the shared arrangements might be a bit more complicated. (Two neighbors often rent out bedrooms, but not this time. There are also hotels a short drive away, but not for *my* budget.) Since I'd be arriving early, I was told to look under the mat for the key to the house, and to make myself at home. Of eight participants, five of us stayed "at Magda's" and one slept in his old VW van parked outside. I was the oldest by a good bit, but, hey...I'm a product of the '60s, this was my first opportunity to experience California communal living, and it was fine. In fact, the after-hours discussions were a significant part of the experience.

Carol Pinto, a long-time associate of Magda's, is now the principal coordinator for RIE training. Magda comes down and joins the discussions with challenging questions and generous doses of wisdom. Week one had a classroom format. In week two, we visited centers that are RIE-influenced and NAEYC accredited. Magda, Carol, and two assistants, Eileen and Jill, were wonderfully hospitable, and had great suggestions for off-hours adventures as well.

I have benefited greatly from this opportunity, and highly recommend it to others. Information about future sessions may be obtained by calling RIE: (323) 663-5330.

My first introduction to Magda and the RIE philosophy came from materials borrowed from here, the Child Care Information Center. I hope I have led YOU, dear reader, to want to learn more. Elsewhere in this issue are titles of books and videos by and about Magda Gerber and RIE. I invite you to call and request some of them.



4-C To Offer New Online Workshop

by Jean Colvin

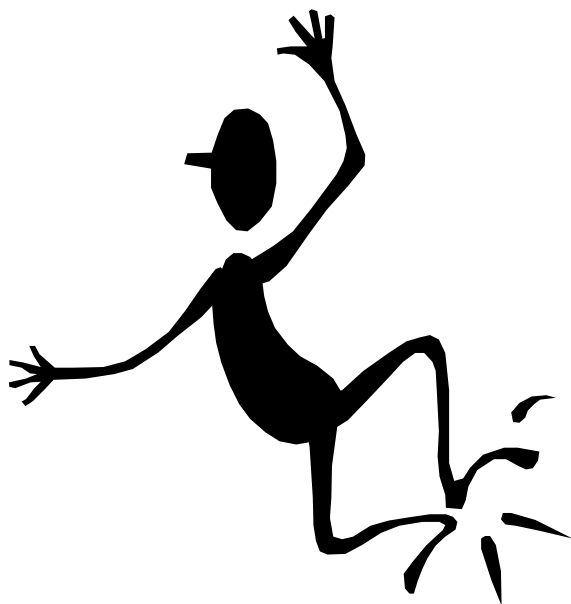
4-C Training Coordinator

MADISON - 4-C has written and designed a new workshop for child care providers that can be taken via the Internet.

The workshop is called "Beyond Cheerios and Juice: Nutritional Needs of Toddlers" and meets licensing, certification and food program requirements for inservice credit. The workshop was developed by Dori Boyd, 4-C Child Care Consultant, and Jean Colvin, Director of Training.

It will involve some written assignments using email, visiting some nutrition sites on the Internet, and attendance at two chat rooms to meet the instructors and other students.

We became interested in offering an on-line workshop when we realized how helpful it could be for providers who can't get to our regular workshops because of transportation problems, lack of child care for their own kids, or distance. For those with Internet access, this could be the solution.



For information about the requirements for taking the workshop or to sign up for it, visit 4-C's website, www.4-C.org or call Jean Colvin, (608) 271-9181.

Home Environment Matters More, But Day Care Quality Still Important

by David Williamson

UNC-CH News Services

CHAPEL HILL - What happens to children at home before starting school has about twice the educational impact of day care, a major new study concludes. But the influence of day care still is strong, and the quality of that care makes a significant difference in children's readiness for school, the research shows.

The study, conducted by researchers at the University of North Carolina at Chapel Hill and nine other U.S. centers, evaluated the effect of day care on 1,364 children. Early education experts consider it the largest and most carefully controlled research of its kind.

"Because of major changes in the U.S. work force, there's been a lot of concern over the past decade about the influence of child care on very young children," said Dr. Martha Cox, a senior investigator at UNC-CH's Frank Porter Graham Child Development Center and a principal investigator. "Unlike in the past, now more than half of women with children under age 1 are in the work force. Our findings demonstrate clearly that better quality care before the school years tends to prepare children better to succeed in school later on."

The National Institute of Child Health and Human Development was among the funding agencies and helped design the study, which was scheduled for presentation Saturday (April 17) at the biennial meeting of the Society for Research in Child Development in Albuquerque, N.M. Other funding agencies include the National Center for Early Development and Learning, also based at UNC-CH. Besides Cox, UNC-CH researchers who participated in the investigation were Drs. Margaret Burchinal and Donna Bryant, both of the Graham center.

Researchers followed children in the study group from birth, observing interactions both at home with mothers and at day care centers with staff. They also evaluated youngsters with various sophisticated tests of language and mental development and assessed the quality of their homes and care centers.

Most of the children, who are from racially and socially diverse families, are in the second grade now and will be followed at least until age 10. They were assessed at ages 6, 15, 24 and 36 months.

"We found that quality child care matters, even when you take into account other family and child variables such as income and education of the parents," Cox said. "Children consistently performed better on measures of thinking and language development if they were in good day care than if they were in lower-quality care.

"That was especially true in settings in which caregivers provided more language stimulation and more involved care," she said. "Mothers and children also interacted in more positive ways with each other when the children were in better-quality day care."

As a group, youngsters who experienced poorer care scored lower on the tests. In such centers or private homes, staff did not consistently provide good language stimulation -- such as asking questions and responding to sounds infants and toddlers made.

"Differences we observed were statistically significant over and above effects of the home environment which, as expected, we found were especially strong," Cox said. "This is important for people to know because intellectual and language skills in the early years are the building blocks for school readiness, academic success and self-esteem."

Among objective findings was that, after controlling for various outside influences, 57 percent of children in high-quality care were average or above on a measure of school readiness, Burchinal said. Only 43 percent of subjects in low-quality care, however, were average or above in school readiness.

Another finding was that the quality of out-of-home care seemed to have little impact on the children's social behavior, she said. In other words, researchers could not distinguish among groups of children based on behavior and how high their centers rated in quality.

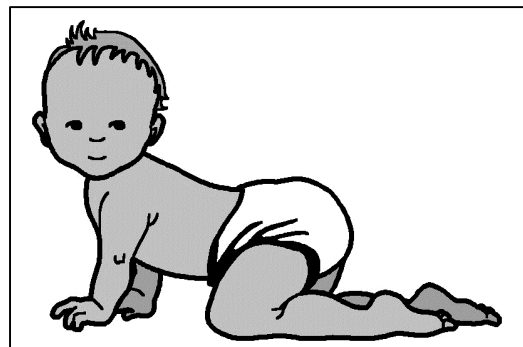
"These analyses are unique and helpful," Bryant said. "They attempt to put in perspective the degree of importance of the effects of quality child care on children's development."

Some skeptics have acknowledged the statistically significant effect of child care quality but said the effect was not enough to justify the extra cost of ensuring it, she said.

"These new analyses show that child care quality is half as important as family factors, and most people understand that family predictors are extremely important in children's development," Bryant said. "So an effect of half that size -- which is what we see with child care quality -- is indeed meaningful."

The researcher said she wished people would not misrepresent the statistics, and she offered an analogy. "Lots of men take an aspirin a day based on studies showing a small but significant effect of aspirin on lower rates of heart attack," she said. "The effect of quality in child care is stronger than this effect, yet some people belittle quality, and say it's not important. I guess it depends on what you value."

Besides UNC-CH, which follows 130 children, other data collection centers are located at the universities of Arkansas at Little Rock, California at Irvine, Kansas, New Hampshire, Pittsburgh, Virginia, Washington at Seattle, Wisconsin, and Temple University. Research Triangle Institute staff in North Carolina's Research Triangle Park also participate in the project.



Articles to Keep

1. **Education and training events calendar.** The most recent compilation of conference dates and workshops of relevance to persons working with children.
2. **Audiovisual resources.** A 1996 list of videos and audiocassettes in the CCIC collection. Many materials on infants and toddlers are not in this newsletter. Order this item to find out about them.
3. **Audiovisual resources update.** If you have the audiovisual list from September 1996, order this update to complete your list of videos and audiocassettes in the CCIC collection.
4. **List of web sites for child care providers.** Dozens of sites to visit for advocacy, public policy, parent education, kids' activities, and more.

*Deep in their roots,
All flowers keep the light.*

-Roethke



Early Brain Development

5. **A packet of articles on recent research on infant-toddler brain development.**
 - **A guide to understanding how the first three years affect your child's life-long development.** *I Am Your Child* web site document. 1997. In simple language and reader friendly format, explains the new research findings.
 - **Inside your baby's brain.** Richard Laliberte, *Parents*, September 1997. What new research can teach you about how to talk to, play with and cuddle your baby.
 - **Want to boost your child's brain power? Try talking, singing, and running.** *Texas Child Care Parenting News*, Summer 1996. Parent take-home page.
 - **How love boosts brainpower.** Stanley I. Greenspan with Beryl Lieff Benderly. *Parents*, February 1997. Revolutionary new research confirms the heart-mind connection.
 - **Beginnings workshop: brain research.** Child Care Information Exchange, May 1998.
 - **Beginnings workshop: applying brain research.** Child Care Information Exchange, March 1999.
 - **Can preschool children be taught a second language?** Jeanette Vos. *Early Childhood News*, September-October 1998.
 - **Starting smart: how early experiences affect brain development.** Ounce of Prevention Fund and Zero to Three, 1998.
 - **10 simple things that can boost your child's brain power.** Robert R. McCormick Tribune Foundation. Free poster.



Every word, facial expression, gesture, or action on the part of a parent, gives the child some message about self-worth. It is sad that so many parents don't realize what messages they are sending.

-Virginia Satir

Emotional Development

6. **Mental health for babies: what do theory and research teach us?** Alice Sterling Honig. *Young Children*, March 1993. An important article for learning about the emotional development of babies and how adults may need to rethink their interaction styles.
7. **Stress-proof your child.** Diane Debrovner. *Parents*, December 1998. Your calm reactions lay the groundwork for a lifetime of coping skills in your child.
8. **An approach to help very young infants sleep through the night.** Kathleen B. Godfrey and Anne Kilgor. *Zero to Three*, October-November 1998.
9. **The pacifier dilemma.** Hilory Wagner. *Parents*, February 1997. There are times when babies need to suck without needing calories; sucking has a calming effect. Pacifier vs. thumbsucking.
10. **The age of anxiety.** Katherine Karlsrud with Dodi Schultz. *Parents*, March 1991. Babies with separation anxiety often seek solace in a "blankie".
11. **Comforting habits.** Janice T. Gibson. *Parents*. December 1989. When a toddler turns to a cuddly toy or his thumb to comfort himself, he's actually taking his first steps toward independence.
12. **Understanding tears and tantrums.** Aletha Solter. *Young Children*, May 1992.
13. **You can cure colic!** Ezra Goldstein. *Parents*, December 1995. The primary reasons why a colicky baby cries and new techniques for soothing her.
14. **Teething.** Paula Elbirt Bender and Linda Lee Small. *Parents*, May 1993. What hurts, what works, what doesn't.
15. **How to read your toddler's body language.** Janice T. Gibson. *Parents*, March 1993. "Protect me", "I'm shy", "I'm exhausted", "Look at me", "I want things changed" are some of the messages a toddler expresses physically.
16. **Developmental checklist.** Texas Child Care, Summer 1993. Birth to 3 years of age.

Indicators of Quality

17. **Reflections on quality infant care.** Judy Reinsberg. *Young Children*, September 1995. Too many voices, too much attention, and too much peripheral commotion can be overstimulating to babies.

18. **Continuity of care: the importance of infant, toddler, caregiver relationships.** Carollee Howes. Zero to Three, June-July 1998.
19. **A secure base for babies: applying attachment concepts to the infant care setting.** Helen Raikes. Young Children, July 1996. High involvement on the part of the interacting adult is associated with secure infant/toddler attachment. A baby needs lots of time with a laid-back adult.
20. **Modern mother's place is wherever her children are: facilitating infant and toddler mothers' transitions in child care.** Jerlean E. Daniel. Young Children, November 1998. When parents are comfortable with the changes children experience while in child care, and are confident the adults caring for them are supportive and understand children's developmental needs, they can relax. Good infant and toddler programs assign a primary caregiver to each child.
21. **Maternal guilt.** Mary Beth Mann and Kathy R. Thornburg. Child Care Information Exchange, July 1998. Leaving a child in the care of another adult is especially hard for mothers of infants and toddlers. "The more satisfaction with the provider, the less guilt a mother may feel."
22. **Using the caregiver assessment scale.** Preeti Suppal. Child Care Information Exchange, May 1997. Assessing caregiver interaction in infant-toddler settings.

Early Stages

23. **Planning curriculum for infants.** Terri Jo Swim and Robin Muza. Texas Child Care, Spring 1999. Traditional "teaching" is inappropriate for infants. How do you help parents understand that rocking, feeding and diapering are important activities during which babies learn?
24. **What your baby sees...hears, smells, tastes, and feels.** Michele Block Morse. Parents, June 1995. Babies hear sounds adults don't. Touch is one of the earliest senses to develop.
25. **Physical and cognitive development in the first two years.** Rick Caulfield. Early Childhood Education Journal, Vol.23, No.4, 1996.
26. **"Now that I have your attention!"** Michele Block Morse. Parents, April 1995. Recognizing a baby's temperament helps you decide how to interact with him.
27. **Learning by mouth: how your baby's taste for life feeds his brain.** Nanette Burns. Parents, May 1998. Mouthing objects provides babies detailed information about their world.
28. **The art of baby massage.** Heather A. O'Connor. Child, November 1997.
29. **Infant toys for you to make.** Texas Child Care, Spring 1995.

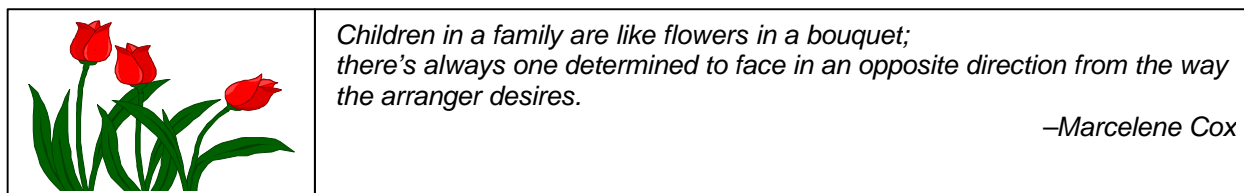
Older Infants

30. **Beginnings workshop: taking care of babies.** Child Care Information Exchange, 7/93.
 - Places for babies: infants and toddlers in groups. Jim Greenman.
 - Bonding with your babies. Alice S. Honig.
 - The wonder of the everyday. Amy Laura Dombro.
 - The dual challenge: meeting the needs of parents and babies. Karen Miller.
 - Building self-esteem: training teachers of infants and toddlers. Margie Carter.
31. **Curriculum for infants and toddlers: who needs it?** Laura J. Colker, Amy Laura Dombro and Diane Trister Dodge. Child Care Information Exchange, November 1996. We talk about quality infant-

toddler care. This article provides seven key indicators for identifying quality programs and a diagram to illustrate the authors' curriculum model.

32. **A “typical” day caring for infants and toddlers.** Amy Laura Dombro, Diane Trister Dodge, and Laura J. Colker. Child Care Information Exchange, July 1997. An infant and toddler curriculum in action.
33. **Toddlers: what to expect.** Janet Gonzalez-Mena. Young Children, November 1986. This is a classic article. Often caregivers try to make toddlers perform as though they were older children. Limiting group time to eating and a short music or story time, and organizing routines so waiting is at a minimum helps lessen toddler and caregiver frustration.
34. **Untiming the curriculum: a case study of removing clocks from the program.** Carol Anne Wien and Susan Kirby-Smith. Young Children, September 1998.
35. **Toddler time: changing everyday.** Jeannine Perez. First Teacher, September-October 1991.
36. **Choice: a powerful tool in caring for toddlers.** Louise S. Pavia and Denis Da Ros. Early

Childhood Education Journal, Vol.25, No.1, 1997.



Behavior Guidance

37. **Friends from the start.** Amy Engeler. Parents, July 1995. Toddlers in groups learn the give and take of relationships.
38. **Watch what you say.** Rona Gidkin. Parents, May 1999. Toddlers may not be talking much, but they are inferring a lot from your tone.
39. **Interactions that promote socialization.** Denise A. Da Ros and Beverly A. Kovach. Childhood Education, Fall 1998. Many individuals are uncomfortable with conflicts that arise between adults. When conflict occurs with toddlers, the issues are even more complex.
40. **Caring for the little ones.** Karen Miller. Child Care Information Exchange.
 - End of the day doldrums. May 1998. Tips for avoiding late afternoon emotional breakdowns.
 - Finding the time for curriculum. September 1997. Routines are educational experiences in infant and toddler care. It is important not to direct their learning experiences other than offering them varieties of materials so babies may choose which activity they want to participate in.

- Taming the green-eyed monster. July 1998. Jealousy in a group of infants and toddlers is inevitable.
- Toilet learning. May 1997.

41. **Packet of infant and toddler tip sheets.** Wisconsin Child Care Improvement Project, 1999. Includes tips on behavior guidance, cultural sensitivity, and quality indicators.

*Children have never been very good
at listening to their elders,
but they have never failed
to imitate them.*

-James Baldwin



Activities

42. **Baby see, baby do.** J. Ronald Lally. Parents, January 1994. Imitation is your toddler's most important learning tool.
43. **Putting it into words.** Bernice Weissbourd. Parents, June 1993. By age two, what began as a one-sided conversation in the first weeks of life, has become a true exchange of thought and ideas.
44. **Music for infants and toddlers.** Elizabeth Cole-Currens. Texas Child Care, Winter 1992. Melodies and lyrics to simple songs one can use with little children.
45. **What nursery rhymes teach.** Jon Spayde. Parents, April 1995. "Everything from language skills to social graces – along with a galloping good time."
46. **Solo play.** Paula Spencer. Parents, November 1995. How to boost a child's capacity to entertain herself.

Health Issues

47. **Intervention – the earlier, the better.** Suzanne Ripley. Early Childhood News, May-June 1998. Children with disabilities show potential for growth when helped as early as possible.
48. **Feeding young children.** Suzanne Poulton and Davis Sexton. Childhood Education, Winter 1995-1996. Major developmental feeding milestones: breast or bottle feeding, solid foods, and self-feeding.
49. **Breastfed babies in child care.** Susan S. Aronson. Child Care Information Exchange, March 1998. Breast milk is the very best food for babies. Helping mothers continue to give their babies nutritious meals is part of good caregiving.
50. **What about the bottle?** Joan I. Darby and Treva M. Whitehead. Texas Child Care Quarterly, Fall 1988.
51. **Tips for feeding your baby or toddler and Hand washing reduces illness.** Texas Parenting News, Fall 1994. Parent take-home pages from Texas Child Care.

52. **First steps, first shoes.** Katherine Karlsrud with Dodi Schultz. Parents, October 1992. Bare feet actually constitute the best walking equipment. Virtually all babies are born with flat feet.
53. **Making homes safe for babies and toddlers.** Pat Snell. Texas Child Care, Spring 1996.
54. **Babies and air bags don't mix!** Dept. of Transportation web document. Parent take-home page. The safest place for any child safety seat is in the back seat of the vehicle. Never place a rear-facing child seat in the front seat of a vehicle with a passenger-side air bag. Illustrated infosheet on attachment points for carseats.
55. **Your used crib could be deadly!** American Academy of Pediatrics, U.S. Consumer Product Safety Commission, Maternal & Child Health Bureau, National SAFE KIDS Campaign, and others. Each year about 50 babies suffocate or strangle when trapped between broken crib parts or in cribs of older, unsafe designs. Beware of purchasing cribs from resale shops and garage sales. In English and Spanish.
56. **Recall list.** Consumer Products Safety Commission Recall Round-Up Day, March 1999. List of children's products that have problems and safety concerns. For assistance in identifying recalled products, call manufacturers listed or the Consumer Product Safety Commission hotline at 1-800-638-2772.
57. **Top ten reasons not to use infant walkers.** National SAFE KIDS Campaign. Baby walkers cause more injuries than any other baby product.
58. **Baby walkers...the facts.** National SAFE KIDS Campaign. As many as 20,000 infants in a single year have needed emergency room treatment for baby walker-related injuries.
59. **Diapering and disinfecting.** Packet of information excerpted from DHFS Bureau of Regulation and Licensing memos, the American Academy of Pediatrics' Model Child Health Care Policies, and NAEYC's Setting Up for Infant/Toddler Care: Guidelines for Centers and Family Child Care Homes.
60. **Back to sleep: reduce the risk of sudden infant death syndrome (SIDS).** Brochure by U.S. Public Health Service, American Academy of Pediatrics, SIDS Alliance, Association of SIDS and Infant Mortality Programs. Licensed child care providers are required to distribute this brochure to parents of each child under one year of age. Also available in Spanish. May be ordered in quantity.
61. **"Back to Sleep" door hanger.** A handy reminder, hung on the nursery door handle, that babies should be laid on their backs as a protection against sudden infant death.
62. **Sleep safely, baby.** Madison Department of Public Health. February 1999. It's hard to imagine that a peacefully sleeping baby could be at risk for injury or death. Many adults balk at placing babies on their backs. To help prevent flat spots from forming on the back of the baby's head and to help muscles develop for lifting the head, rolling over and crawling, allow for "tummy time" several periods each day when the baby is awake and being watched by an adult.



Books to Borrow

Group Care for Infants and Toddlers



*Rarely are human babies found in groups in the wild...
a bunch, a gang, a gaggle of babies?*

-Jim Greenman

63. **Developmentally appropriate practice in early childhood programs.** Rev. ed. Sue Bredekamp. Washington, DC: National Association for the Education of Young Children, 1997. Spells out the principles underlying developmentally appropriate practice and gives guidelines for decisionmaking. Includes an overview of infant and toddler development and extensive examples of appropriate and inappropriate practices with children this age.
- Caring for infants and toddlers: a supervised, self-instructional training program.** Diane Trister Dodge and Derry Gosselin Koralek. Washington, DC: Teaching Strategies, 1991. CDA training materials designed for center staff who work with children from infancy to age three.
64. **Volume I:** Covers the following CDA modules: safe, healthy, learning environment, physical, cognitive, communication.
65. **Volume II:** Covers these CDA modules: creative, self, social, guidance, families, program management, professionalism.
66. **A trainer's guide to Caring for infants and toddlers.** Diane Trister Dodge and Derry Gosselin Koralek. Washington, DC: Teaching Strategies, 1991.
67. **A trainer's guide to The creative curriculum for infants & toddlers.** Diane Trister Dodge. Washington, DC: Teaching Strategies, 1998.
68. **The creative curriculum for infants & toddlers.** Amy Laura Dombro and others. Washington, DC: Teaching Strategies, 1997. A well-organized framework for planning and implementing infant and toddler programs in both centers and family child care homes. Emphasizes that relationships between caregivers and children and families are the focus of curriculum for very young children.
69. **Setting up for infant/toddler care: guidelines for centers and family child care homes.** Rev. ed. Annabelle Godwin. Washington, DC: National Association for the Education of Young Children, 1996. How to work with parents, keep children safe and healthy, and promote all areas of development. Includes useful material on business aspects of setting up a program.
70. **Prime times: a handbook for excellence in infant and toddler care.** Jim Greenman and Anne Stonehouse. St. Paul, MN: Redleaf Press, 1996. This practical and thoughtful book emphasizes a learning environment approach as opposed to an activity-oriented curriculum. Learning is built into the environment, the pace is relaxed, and the moments of caring and one-to-one interaction are the prime teaching times.

71. **Infant/toddler environment rating scale.** Thelma Harms and Debby Cryer. New York: Teachers College Press, 1990. Use this 35-item scale to assess the quality of center-based child care for children up to 30 months of age.
72. **Classroom management.** Mary Ann Hodge. Torrence, CA: Totline Publications, 1997. 101 tips for keeping records, communicating with parents, planning successful eating times, potty training, arranging physical space, and making schedules and lesson plans.

Infant/Toddler Caregiving (series). Sacramento, CA: California Department of Education, 1990. Good, concise training materials from the Program for Infant/Toddler Caregivers.
73. **A Guide to routines.** Janet Gonzalez-Mena.
74. **A Guide to setting up environments.** J. Ronald Lally and Jay Stewart.
75. **Caring for infants and toddlers in groups: developmentally appropriate practice.** J. Ronald Lally. Arlington, VA: Zero to Three/National Center, 1995. 77 examples of appropriate and inappropriate practices and 19 stories illustrating day-to-day experiences and dilemmas are used to communicate the knowledge and skills that are needed to offer nurturing group care.
76. **Visions for infant/toddler care: guidelines for professional caregiving.** Sacramento, CA: California State Dept. of Education, 1988. Outlines the goals and defines the skills needed by directors and caregivers who work with children during their first three years. Integrates the behaviors of family and center-based care.
77. **Taking on turnover: an action guide for child care center teachers and directors.** Marcy Whitebook. Washington, DC: Center for the Child Care Workforce, 1999. The consequences of high turnover in the child care workforce and specific actions directors can take to assess, manage and reduce turnover, including changes in work environment, recruitment and hiring, compensation, and substitute policies.

Infant and Toddler Care and Development

78. **Baby signs: how to talk with your baby before your baby can talk.** Linda P. Acredolo and Susan Goodwyn. Chicago, IL: Contemporary Books, 1996. Baby signs are easy nonverbal gestures that infants 9 to 30 months old can use to communicate with us about objects, events, and needs during that difficult stage when their desire to communicate outstrips their capacity to say words. Wonderful stories and pictures show a new world of possibility for babies.
79. **Your one-year-old: the fun-loving, fussy 12-to-24-month-old.** Louise Bates Ames and Carol Chase Haber. New York: Dell, 1982. This book from the Gesell Institute of Human Development describes the development of children from 12 to 24 months as alternating periods of equilibrium and disequilibrium as abilities consolidate and then break up as new growth occurs. Especially emphasizes the 18th month when the "wave crests".
80. **Your two-year-old: terrible or tender.** Louise Bates Ames and Frances Lillian Ilg. New York: Dell, 1976, 1980. This classic book from the Gesell Institute of Human Development uses humor and compassion to describe the physical, emotional, and psychological growth of two year olds and how they view the world and themselves.
81. **Su hijo: momentos claves en su desarrollo desde el periodo prenatal hasta los seis años.** T. Berry Brazelton. Reading, MA: Addison-Wesley, 1994. Spanish language edition of **Touchpoints**.

82. **Touchpoints: your child's emotional and behavioral development.** T. Berry Brazelton. Reading, MA: Perseus, 1992. The basic stages of early childhood development from birth through age three, challenges to development, and the important role that family, friends, and caregivers play in children's lives.
83. **Dear parent: caring for infants with respect.** Magda Gerber. Los Angeles: Resources for Infant Educators, 1998. Magda Gerber is the founder of Resources for Infant Educators (RIE) and here, in her own words, she expands on her advice to relax, observe, enjoy, and respect what babies are doing, to notice and enjoy new skills as they develop naturally.
84. **Your self-confident baby: how to encourage your child's natural abilities--from the very start.** Magda Gerber and Allison Johnson. NY: J. Wiley, 1998. The key to successful nurturing of children birth to two is providing a slow, predictable life and learning to observe children and trust them to be initiators, explorers, self-learners with individual styles of problem solving.
85. **Infants, toddlers, and caregivers.** 4th ed. Janet Gonzalez-Mena and Dianne Widmeyer Eyer. Mountain View, CA: Mayfield Pub., 1996. Practical advice for caregivers on applying Magda Gerber's RIE philosophy in their own work with children under three. Emphasizes respect for the individual child and focuses on the personal real-life experience of the reader.
86. **First feelings: milestones in the emotional development of your baby and child.** Stanley I. Greenspan and Nancy Thorndike Greenspan. NY: Viking, 1985. How to recognize critical stages of a child's emotional growth from birth to age four and how to promote a child's psychological development, build trust and relationships, and encourage curiosity and independence.

Infant/Toddler Caregiving (series). Sacramento, CA: California Department of Education. Good, concise training materials from the Program for Infant/Toddler Caregivers.
87. **A Guide to cognitive development and learning.** 1995.
88. **A Guide to language development and communication.** 1992.
89. **A Guide to social-emotional growth and socialization.** 1990.
90. **Talking with your baby: family as the first school.** Alice S. Honig and Holly Elisabeth Brophy. Syracuse, NY: Syracuse University Press, 1996. A book to help low literacy parents and caregivers and those for whom English is a second language enhance the language and development of babies and preschoolers through daily routines.
91. **The emotional life of the toddler.** Alicia F. Lieberman. New York: Free Press, 1995. Defines the emotional task of toddlerhood as staying close and letting go, and suggests ways parents and caregivers can meet this challenge. Uses rich examples to give us insight into the emotional life of children one to three.
92. **New visions for the developmental assessment of infants and young children.** 2nd ed. Samuel J. Meisels. Washington, DC: Zero to Three/National Center for Infants, Toddlers, and Families, 1997, c1996. Focuses on the wisdom of the family, the competence of the infant, and the ways in which successful early intervention strategies depend on the intervention team members' ability to form relationships with both babies and their caregivers.
93. **How you are is as important as what you do...in making a positive difference for infants, toddlers and their families.** Jeree H. Pawl and Maria St. John. Washington, DC: Zero to Three, National Center for Infants, Toddlers and Families, 1998. These powerful, thought-provoking short stories about the interactions between infants and toddlers and parents, caregivers and other professionals show us that a child learns from how an adult is as well as from what an adult does. Ideas for trainers follow each vignette.

94. **Caring for infants and toddlers in violent environments: hurt, healing, and hope.** Joy D. Osofsky. Arlington, VA: Zero to Three/National Center for Clinical Infant Programs, 1994. Uses disturbing true stories of infants and toddlers who have been affected by violence in the home or community to show how very young children experience violence, its effects on their development, and caregiving strategies to help children and adults cope successfully with their experiences of violence.
95. **Child of mine: feeding with love and good sense.** Expanded ed. Ellyn Satter. Palo Alto, CA: Bull Pub. Co., 1986. Feeding children from pregnancy through the toddler years using an approach that fosters good health, good eating habits and, most of all, a loving relationship between caregivers and children.
96. **Parenting the fussy baby and high-need child: everything you need to know from birth to age five.** William Sears and Martha Sears. Boston, MA: Little, Brown and Company, 1996. Describes with insight and understanding the temperamentally fussy baby, the one who cries often, is reactive to stimuli, and can't be easily comforted. Addresses concerns about feeding, discipline, spoiling, feeling burned out.

Your child at play (series). 2nd ed. Marilyn M. Segal. New York: Newmarket Press, 1998. Easy to read, delightfully illustrated books about the joy of playing with children and the benefits of using playful activities and caregiving strategies to connect with children and enhance their development.
97. **Your child at play, birth to one year: discovering the senses and learning about the world.**
98. **Your child at play, one to two years: exploring, daily living, learning, and making friends.**
99. **Your child at play, two to three years: growing up, language, and the imagination.**
100. **1, 2, 3-- the toddler years: a practical guide for parents & caregivers.** 2nd ed. Irene Van der Zande. Santa Cruz, CA: Santa Cruz Toddler Care Center, 1993. Advice on toddler care from a center that practices Magda Gerber's RIE philosophy of loving respect. Proves that, under the right conditions, toddlers are enjoyable and fascinating people.

*We must return optimism to our parenting.
To focus on the joys, not the hassles;
the love, not the disappointments;
the common sense, not the complexities.*
-Fred G. Gosman

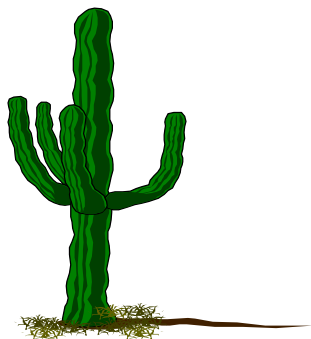


Early Brain Development

101. **The youngest minds: parenting and genes in the development of intellect and emotion.** Ann B. Barnet and Richard J. Barnet. New York: Simon & Schuster, 1998. In-depth explanation of the ways in which human relationships shape the minds of children and how parents and other caregivers support development with the experiences they provide for a baby.
102. **Meaningful differences in the everyday experiences of young American children.** Betty Hart and Todd R. Risley. Baltimore, MD: Paul H. Brookes, 1995. Shows how differences in the amount of early family experience in the lives of 1- and 2-year-old children lead to striking differences in the children's later vocabulary, IQ test scores, and success at school and in the workplace.

103. **Your child's growing mind: a guide to learning and brain development from birth to adolescence.** Jane M. Healy. New York: Doubleday, 1994. Translates current scientific theories on nervous-system development into practical information for parents and caregivers. Good discussions on the perils of superbabying and the fostering of creativity.
104. **Rethinking the brain: new insights into early development.** Rima Shore. New York: Families and Work Institute, 1997. An overview of neuroscientists' recent findings about early brain development and ways to use these insights to promote healthy development and learning.

Infant and Toddler Guidance

	<p><i>You don't hit a child when you want him to stop hitting. You don't yell at a child to get them to stop yelling. Or spit at a child to indicate that he should not spit. Of course, you want children to know how to sympathize with others and to "know how it feels," but you...have to show them <u>how to act</u>- not how <u>not</u> to act.</i></p> <p style="text-align: right;"><i>-Jeanette W. Galambos</i></p>
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105. **Time-in: when time-out doesn't work.** Jean Illsley Clarke. Seattle, WA: Parenting Press, 1999. The time-in process uses four tools to help you handle any behavior in children ages one to 12 years, while teaching children to be competent, to think, and to succeed, and giving them the sense of connection and trust they desperately need.
106. **Character development: encouraging self-esteem & self-discipline in infants, toddlers, & two-year olds.** Polly Greenberg. Washington, DC: National Association for the Education of Young Children, 1991. Twelve thoughtful essays covering all aspects of infant/toddler care with a focus on reflection, problem-solving, and daily practices that help babies begin to develop optimal self-esteem, self-discipline, and good character.
107. **Behavior guidance for infants and toddlers.** Alice S. Honig. Little Rock, AR: Southern Early Childhood Association, 1996. Specific positive discipline techniques designed for children from birth to three years.
108. **Power and emotion in infant-toddler day care.** Robin Lynn Leavitt. Albany, NY: State University of New York Press, 1994. Vivid real-life observations show the ways caregivers use power to control the behavior of children. Contrasts overly rigid and emotionally cold control of daily routines and play with emotionally responsive and empowering caregiving.

Relationships With Families

109. **Circle of love: relationships between parents, providers, and children in family child care.** Amy C. Baker. St. Paul, MN: Redleaf Press, 1998. Based on real-life interviews with experienced family child care providers, this book explores the emotionally charged issue of love in child care settings and shows how caregivers can love and bond with children and yet soothe parents' fears of losing their children's affection.

110. **Dragon Mom: confessions of a child development expert.** Janet. Gonzalez-Mena. Napa, CA: Rattle OK Publications, 1995. Through personal stories contrasting her expert self with the "Dragon Mom" her family knows, the author gives new insight and reassurance on role conflicts between parents and child care professionals.
111. **Multicultural issues in child care.** 2nd ed. Janet Gonzalez-Mena. Mountain View, CA: Mayfield Pub. Co., 1996. Practical ways to improve communication, resolve conflicts, and increase sensitivity to different cultural practices in the care of infants and toddlers.

Infant/Toddler Caregiving (series). Sacramento, CA: California Department of Education. Good, concise training materials from the Program for Infant/Toddler Caregivers.
112. **A Guide to culturally sensitive care.** 1995.
113. **A Guide to creating partnerships with parents.** Mary B. Lane. 1990.
114. **How does it feel?: child care from a parent's perspective.** Anne Stonehouse. Redmond, WA: Child Care Information Exchange, 1995. This guide asks directors and teachers "How would it feel..." from the parents' perspective in 30 common child care situations.

Issues and Trends for Families with Young Children

115. **Ahead of the curve: why America's leading employers are addressing the needs of new and expectant parents.** Rima Shore. New York: Families and Work Institute, 1998. Describes the new realities faced by employed mothers and fathers and how the business community has responded. Includes specific examples from many different companies and gives a contact for each.
116. **Starting points: meeting the needs of our youngest children: the report of the Carnegie Task Force on Meeting the Needs of Young Children.** New York: Carnegie Corporation of New York, 1994. This very influential report suggests family-centered programs and policies to ensure all of our youngest children the decent start they deserve.
117. **Starting points: meeting the needs of our youngest children: abridged version.**

Infant and Toddler Activities

118. **Toddlers together: the complete planning guide for a toddler curriculum.** Cynthia Catlin. Beltsville, MD: Gryphon House, 1994.
119. **More toddlers together: the complete planning guide for a toddler curriculum, volume II.** Cynthia Catlin. Beltsville, MD: Gryphon House, 1996.

Active learning (series). Debby Cryer and Thelma Harms. Menlo Park, CA: Addison-Wesley.
120. **Active learning for infants.** 1987.
121. **Active learning for ones.** 1987.
122. **Active learning for twos.** 1988.
123. **Joyful play with toddlers: recipes for fun with odds and ends.** Sandi Dexter. Seattle, WA: Parenting Press, 1995.
124. **365 days of baby love: playing, growing and exploring with babies from birth to age 2.** Sheila Ellison. Naperville, IL: Sourcebooks, 1996.

125. **Creative resources for infants and toddlers.** Judy Herr and Terri Swim. Albany, NY: Delmar, 1998.
126. **Tangling with toddlers.** Mary Lou Kinney and Patricia Witt Ahrens. Grand Rapids, MI: TS Denison, 1996.
127. **Games babies play: from birth to twelve months.** Vicki Lansky. Deephaven, MN: Book Peddlers, 1993.
128. **Baby games: the joyful guide to child's play from birth to three years.** Rev. & updated ed. Elaine Martin. Philadelphia, PA: Running Press, 1988.
129. **Things to do with toddlers and twos.** Karen Miller. Chelsea, MA: Telshare Pub., 1984.
130. **More things to do with toddlers and twos.** Karen Miller. Chelsea, MA: TelShare Pub., 1990.
131. **97 ways to make a baby laugh.** Jack Moore. New York: Workman Publishing, 1997.
132. **Responding to infants: the infant activity manual, 6 to 30 months.** Inez D. Moyer. Minneapolis, MN: T.S. Denison, 1983.
- 101 Tips for Toddler Teachers (series). Torrence, CA: Totline Publications, 1997.
133. **Dramatic play.** Gayle Bittinger.
134. **Discovery play.** Mary Ann Hodge.
135. **Small motor play.** Mary Ann Hodge.
136. **Word play.** Mary Ann Hodge.
137. **Large motor play.** Jenny Cooper Rose.
- Games to play (series). Jackie Silberg. Beltsville, MD: Gryphon House.
138. **Games to play with babies.** Rev. ed. 1993.
139. **Games to play with toddlers.** 1993.
140. **Games to play with two year olds.** 1994.
141. **Toddler theme-a-saurus: the great big book of toddler teaching themes.** Jean Warren. Everett, WA: Warren Pub. House, 1991.
142. **Higglety pigglety pop!: 233 playful rhymes and chants for your baby.** Jackie Weissman. Overland Park, KS: Miss Jackie Music Co., 1991.
- 2's experience (series). Liz Wilmes and Dick Wilmes. Elgin, IL: Building Blocks.
143. **2's experience art.** 1997.
144. **2's experience dramatic play.** 1997.
145. **2's experience felt board fun.** 1994.
146. **2's experience fingerplays.** 1994.
147. **2's experience sensory play.** 1997.
- A Year of Fun (series). Everett, WA: Warren Pub. House, 1995.
148. **Just for babies: fun seasonal activities, songs, poems, and fingerplays, plus practical advice for parents.** Theodosia Spewock and Susan Dahlman.
149. **Just for one's: fun seasonal activities, songs, poems, and fingerplays, plus practical advice for parents.** Jean Warren and Susan Dahlman.
150. **Just for twos: fun seasonal activities, songs, poems, and fingerplays--plus practical advice for parents.** Theodosia Spewock and Susan Dahlman.

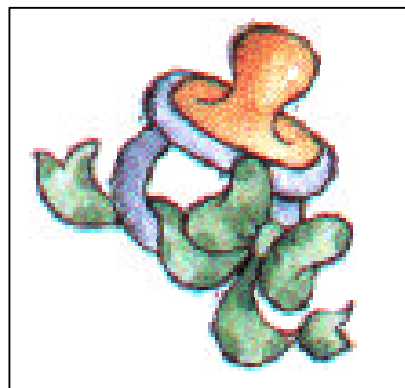
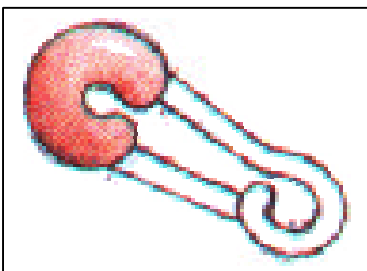
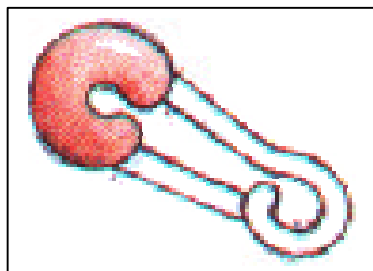
CHILDREN'S BOOKS

On Toilet Training


151. **Everyone poops.** 1st American ed. Taro Gomi. Brooklyn, NY: Kane/Miller Book Publishers, 1993. Humorous picture book showing the ways animals and children poop.
152. **Koko Bear's new potty.** Vicki Lansky and Jane Prince. Minnetonka, MN: Book Peddlers, 1997. Accompanied by **Toilet training: a practical guide to daytime and nighttime training.** Vicki Lansky. New York: Bantam Books, 1993. A read-together book for toddlers and parents, accompanied by a book of good advice for parents.
153. **Toilet learning: the picture book technique for children and parents.** Alison Mack and George C. Phillips. Boston: Little, Brown, 1978. Includes separate discussions for parents and children about the whys and hows of using the toilet.
154. **Going to the potty.** Fred Rogers and Jim Judkis. New York: Putnam, 1986. Mr. Rogers' straight-forward, reassuring introduction to toilet training features warm, realistic photographs and a text that calmly tells children what they want to know about this new experience.

On Strong Emotions

- Feelings for Little Children (series). Elizabeth Crary and Shari Steelsmith. Seattle, WA: Parenting Press, 1996. These charming board books give toddlers and twos the language and actions to help them express and deal with their feelings.
155. **When you're happy and you know it.**
156. **When you're mad and you know it.**
157. **When you're shy and you know it.**
158. **When you're silly and you know it.**
159. **Baby and I can play & Fun with toddlers.** Karen Hendrickson and Marina Megale. Seattle, WA: Parenting Press Inc., 1990. Offers preschoolers many ideas of fun things to do with a baby or toddler. Includes developmental information even young children can understand. Useful with ages 2 to 9.
160. **The new baby.** Fred Rogers and Jim Judkis. New York: Putnam, 1985. Mr. Rogers talks about and shows some of the changes and disruptions a new baby can cause and the feelings older children might have. In sharing this book with children, adults can help them talk about their feelings and assure them that they still have a special, loving place in the family.



Audiovisual Materials to Borrow

	<p><i>Knowing <u>about</u> is different from knowing <u>how to</u>. Knowing about means learning theory. Knowing how to puts theory into action... We know that even people with considerable understanding of infants and toddlers have trouble acting on that understanding unless they have learned to <u>apply</u> theory. Knowledge does not necessarily build skill.</i></p> <p style="text-align: right;"><i>—Janet Gonzalez-Mena</i></p>
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This is a selection of CCIC's videotapes about infants and toddlers. To learn about many more tapes that you can borrow from us on this and other topics, please request our 1996 [Audiovisual Resources](#), our 1998 [Audiovisual Resources Update](#), and our 1998 [Audiovisual Resources for Children](#).

161. **Babies are children, too.** Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, color, 27 min. + student guide + faculty guide. The special concerns when caring for infants in groups and the importance of nurturing care.

 Caring for Infants and Toddlers. Produced by Chip Donohue & Clark Thompson, UW-Madison School of Education Extension Programs. Madison, WI: University of Wisconsin Board of Regents, 1992. 5 VHS, color, 29 min. tapes. Examples of high quality care from many different infant and toddler programs in Wisconsin and interviews with experienced infant/toddler caregivers.
162. Tape 1: **Living, loving & learning: providing quality care for infants & toddlers.**
163. Tape 2: **Getting to know you: developing relationships with infants & toddlers.**
164. Tape 3: **Follow the leader: individualizing care for infants & toddlers.**
165. Tape 4: **Health, safety & nutrition: building blocks of quality care for infants & toddlers.**
166. Tape 5: **Empowering places & spaces: preparing environments for infants & toddlers.**

167. **A child grows: the first year.** Lake Zurich, IL: Learning Seed, 1993. VHS, color, 25 min. + study guide. An all-infant cast demonstrates the developmental milestones of the first year and helps us understand how infants develop cognitively, physically and socially.

168. **Cooing, crying, cuddling: infant brain development.** (Indiana child care collection). Washington, DC: NAEYC, 1997. VHS, color, 28 min. Explores the fascinating process of brain development during the first 15 months of life and shows how to stimulate this process in order to help "build a better brain."

169. **Early experience and the developing brain: symptoms of trauma and neglect.** Bruce Perry. Madison, WI: Madison Metropolitan School District, 1997. VHS, color, 2 hrs. Neurologist Dr. Bruce Perry explains how nurture becomes nature through the physical effects on the brain of an infant's good or bad experiences with caregivers. Neglect causes a more difficult set of physical problems than trauma; if infants don't get certain experiences at critical and sensitive periods, their brains will lack certain abilities. With extreme neglect, a three year old's brain looks like the brain of an Alzheimer's victim. Since the capacity to nurture comes from being nurtured, caregivers neglected as infants get no good feelings from caring for their own infants, leading to a transgenerational drift of poor attachment and poor brain development. Tape has poor technical quality, but lots of information to convince us of the vital importance of good early care for infants and toddlers.

170. **The first years last forever.** With Rob Reiner. Reiner Foundation, 1997. VHS, color, 29 min. To show new parents how to help infants reach their full potential, this video includes information on bonding and attachment, communication, health and nutrition, discipline, self-esteem, child care, and self-awareness, all considered in the light of new research in brain development.
171. **Food for thought.** Minneapolis, MN: HealthPartners, 1997. VHS, color, 14 min. When you read to infants and toddlers, you affect the physical development of their still-forming brains, and this makes a big difference in their future intelligence.
172. **From the beginning.** New York: ABC News, 1995. VHS, color, 15 min. In this 1995 segment from Primetime Live, Penelope Leach and others discuss brain research and ways to strengthen connections in a baby's brain.
173. **The healing cycle: infants in recovery.** Elizabeth Thompson. San Francisco, CA: Epiphany Center, 1996. VHS, color, 20 min. + guide. For some infants, the time of growth in the womb can be harmful as a result of drugs, alcohol, and other substances in their systems that disrupt feelings of security and protection. Many of the negative effects of these substances can be counteracted in the first few months of life by providing babies with an environment that heals and restores a sense of belonging. This tape shows you how.
174. **In our care.** Laurie De Vault. Los Angeles, CA: Resources for Infant Educators, 1991. VHS, color, 29 min. Shows how an infant/toddler program puts into practice Magda Gerber's philosophy based on respect for infants. Packed with ways to make sure everything you do (and don't do) lets infants know they are competent, safe and secure.
175. **In our hands.** San Francisco, CA: WestEd Center for Child and Family Studies, 1997. VHS, color, 14 min. + booklet. Urges us to provide better care for infants by meeting their four fundamental needs: close, caring relationships; health and safety; connection to family; and knowledgeable, responsive caregivers. Asserts that, at present, these needs are being met in fewer than ten percent of infant/toddler programs in the United States.
176. **Infant curriculum: great explorations.** Produced by Jean Chase & Jo Ellen Ott, South Carolina Education Television Commission. Washington, DC: NAEYC, 1993. VHS, color, 20 min. This tape focuses on stages of development from birth through 15 months, individual temperament and style, shaping the environment and using routines to support the exploration essential for learning in infancy.
177. **Infant/toddler environment rating scale: video observations.** Thelma Harms & Debby Cryer. New York: Teachers College Press, 1990. VHS, color, 24 min. + video guide & training workbook + instructor's guide. Tape tells how to use a 35-item rating scale to provide a comprehensive assessment of the group care environment for children from birth to 2-1/2 years.
178. **Laughing, learning, loving: toddler brain development.** (Indiana child care collection). Washington, DC: NAEYC, 1997. VHS, color, 28 min. Throughout the toddler period, the brain continues to develop at an astonishing rate, and this tape shows much that we can do to promote optimal development.

NEVER SHAKE A BABY!

Parents Guide to Temperament. Featuring Drs. Stella Chess and Alexander Thomas. Produced by Kaiser Permanente. Van Nuys, CA: Child Development Media, Inc. 4 VHS, color videotapes.


Based on the research of Drs. Stella Chess and Alexander Thomas, these tapes introduce viewers to the temperament approach to understanding children's behavior. Stresses that the temperament combinations shown are all "normal," and the long-term goal is to help a child learn to manage his or her temperament, not to change it.

- 179. **Knowing your child.** 1995. 14 min. Covers the nine different temperament traits children have, the combination of traits that may cause behavior problems, and techniques that help prevent these problems.
 - 180. **Understanding your active, slow-adapting child.** 1996. 16 min. The combination of high activity, slow adaptability, and irregular rhythms can lead to refusal to obey adult requests; hitting, biting, and fighting with other children; difficulty getting to sleep and waking up; and returning to forbidden activities. Offers techniques to prevent these behaviors and increase adaptability.
 - 181. **Understanding your intense, slow-adapting child.** 1996. 17 min. These children see changes as intrusions and are prone to temper tantrums. Tape suggests ways to increase their adaptability and avoid triggering behavior problems.
 - 182. **Understanding your sensitive and withdrawing child.** 1995. 15 min. Explains the combination of high sensitivity, high intensity, and withdrawing to protect oneself from intense reactions. Shows common behavior problems such as rejecting new food, clothes, people, places and activities; having trouble separating from parents; resisting toilet training. Suggests breaking new experience into small steps and giving child time for observation, rehearsal, and repetition.
- Partners in Parenting Education. Perry Butterfield. Denver, CO: Read Your Baby, 1992. 3 VHS, color videotapes + discussion guides + curriculum books + activity cards. The Partners in Parenting Education (PIPE) curriculum was written specifically for adolescent parents or for parents who have had less than optimal parenting examples themselves. Each tape covers the developmental period from birth to three years. Each unit includes a manual with 8 to 10 weeks of lesson plans and activity cards that support parent-infant interaction.
- 183. **Listen to your baby.** 14 min. Shows how to recognize infants' states of awareness and respond appropriately to them. Explains that emotional signals are the language of infants and that we understand each individual baby by listening with our feelings.
 - 184. **Love is in the palm of your hand.** 19 min. Focuses on relationship building. Shows examples of nurturing interactions and how to encourage and practice the layers of sharing needed for nurturance and attachment.
 - 185. **Playing is learning.** 16 min. Focuses on shared learning and mastery skills. Shows how to encourage developmental play and use play to regulate behavior and build a sense of competence, closeness and interpersonal understanding.

NEVER, NEVER SHAKE A BABY!

The Program for Infant/Toddler Caregivers. Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education. CCIC has the following tapes from this highly recommended series available in English or **Spanish**:

186. **Ages of infancy: caring for young, mobile & older infants.** 1990. VHS, color, 26 min. + booklet. Shows how the developmental issues of security, exploration, and identity are present throughout infancy but change in prominence as the child grows from young to mobile to older infant. Demonstrates specific things caregivers can do to adapt care to the child's stage of development and support infants as they grow from birth to 36 months.
187. **Discoveries of infancy: cognitive development and learning.** 1991. VHS, color, 32 min. + booklet. Infants and toddlers learn by making six big discoveries: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation. This tape helps us appreciate the complexity of cognitive development and suggests specific ways caregivers can help infants and toddlers learn.
188. **Early messages: facilitating language development and communication.** 1998. VHS, color, 28 min. + booklet. Covers the development of communication and language during the young, mobile, and older periods of infancy. Shows the role caregivers play in fostering early communication including turn-taking, self-talk and parallel talk, simplified speech and gestures, and imitation of infants' signals.
189. **Essential connections: ten keys to culturally sensitive child care.** 1992. VHS, color, 36 min. + booklet. Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.
190. **First moves: welcoming a child to a new caregiving setting.** 1986. VHS, color, 27 min. + booklet. Illustrates some practical steps you, as a professional caregiver, can take in introducing a child to a new setting and making those sometimes wrenching separations go a lot easier for everyone.
191. **Flexible, fearful, or feisty: the different temperaments of infants and toddlers.** 1990. VHS, color, 29 min. + booklet. Explains nine temperamental traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Children from birth tend to have one of three combinations of these traits and thus be either flexible, fearful, or feisty. Tape explains these three temperamental types and suggests caregiving techniques that are especially helpful to each type of child.
192. **Getting in tune: creating nurturing relationships with infants & toddlers.** 1988. VHS, color, 24 min. + booklet. As a caregiver and an infant get in tune with each other, they develop a deep understanding and become close--and this closeness is the foundation of healthy emotional growth in infants and toddlers. Tape shows how in-tune caregivers respect the child, let the child set the pace, recognize the child's feelings, receive from the child rather than taking, and offer choices rather than imposing them on the child. Tape presents four specific ways to get in tune.
193. **It's not just routine: feeding, diapering & napping infants & toddlers.** 1990. VHS, color, 28 min. + booklet. The first three sections cover the basics of feeding, diapering and napping in detail, and the fourth section explores the impact on infants and toddlers of the way in which routines are carried out by caregivers. The producers recommend that after each section is viewed, caregivers discuss what they have seen and add to the ideas and recommendations offered in the video.

194. **Protective urges: working with the feelings of parents and caregivers.** 1996. VHS, color, 27 min. + booklet. This video shows how caregivers can come to better understand the normal behaviors of parents of infants in care, including highly emotional behavior and conflicting feelings about caregiver/child relationships. The tape first focuses on how caregivers can help parents with their fears and concerns and then suggests how caregivers can deal with their own feelings.
195. **Respectfully yours: Magda Gerber's approach to professional infant/toddler care.** 1987. VHS, color, 58 min. + booklet. Magda Gerber, nationally recognized leader in infant care, explains her philosophy of care based on respecting infants, her approach to observing infants and toddlers, and her concerns about infant equipment. Tape is divided into three 16- to 19-minute segments with fade-outs between parts, so trainers can select any of the three parts to show and discuss during a training session.
196. **Space to grow: creating a childcare environment for infants & toddlers.** 1988. VHS, color, 22 min. + booklet. Shows that environment has a powerful influence on infants and toddlers and tells about eight qualities to consider when setting up care for infants and toddlers. Four permanent qualities are health, safety, comfort, and convenience. Four additional qualities are that caregiving environments should accommodate child size, maximize flexibility, encourage movement, and allow for choice.
197. **Together in care: meeting the intimacy needs of infants and toddlers in groups.** 1991. VHS, color, 30 min. + booklet. This tape recommends three crucial policies that help infant/toddler programs meet the intimacy needs of children: the assignment of a primary caregiver to each child, the use of small groups, and keeping caregivers and children

together over time.
198. **See how they move.** Magda Gerber. Los Angeles, CA: Resources for Infant Educators, 1989. VHS, color, 28 min. Shows how infants and toddlers from 5 weeks to 20 months naturally develop gross motor skills. Urges adults to step back and observe, respect and enjoy the natural development of every baby.
199. **Seeing infants with new eyes.** Magda Gerber. Washington, DC: NAEYC, 1986. VHS, color, 25 min. Educator Magda Gerber presents her philosophy on infant care. She points out that it is in the first two years of life that we develop our patterns of learning, living and loving ... and that therefore it is very important that those who deal with infants respect them.
200. **A simple gift: comforting your baby.** Toronto, Ontario: Infant Mental Health Promotion Project, The Hospital for Sick Children, 1998. VHS, color, 10 min. Uses attachment theory and research to show the vital importance of caregivers' responses to infants' cries, especially when babies are sick, upset, or hurt.
201. **Smarter than you think.** Evanston, IL: Altschul, 199?. VHS, color, 19 min. In this segment from the 20/20 TV news program, John Stossel shows us examples of infant development and discusses them with Dr. T. Berry Brazelton and Dr. Stanley Greenspan. We learn that babies are actually smarter than most people think and that it is critical to their future development that we treat them accordingly.
202. **Sudden infant death syndrome : a video on helping to reduce the risk.** Bethesda, MD: National Institutes of Health, 1994. VHS, color, 4 min. Available in English or **Spanish**. Ways to reduce the risk of SIDS.

Taking Good Care of Infants and Toddlers: More Than Love. Honolulu, HI: PATCH (People Attentive to Children), 1987. 3 VHS, color, 30 min. tapes + guide. Three complete training packages for caregivers, each including a 30-minute video showing actual caregiving situations, plus reproducible handouts, discussion questions, group training exercises, booklet on leading groups, and study guide for individual viewing. PATCH recommends showing only one video per day to avoid "information overload."

203. **Tape 1: Feeding, diapering and sleeping: building trust through routines.**

204. **Tape 2: At a child's pace, in a child's place.** Arranging a place, choosing materials and activities, establishing a daily schedule.

205. **Tape 3: Talk to me, listen to me.** Supporting language development, enhancing social development, communicating with children, caregivers, parents.

206. **Ten things every child needs.** Chicago: WTTW Chicago, 1997. VHS, color, 60 min. Shows how brain development in children up to age three is influenced by such things as interaction, touch, stable relationships, safe environments, self-esteem, quality child care, play, communication, music, and reading.

Time to Grow. David P. Stone, Coastline Community College, series producer. Fountain Valley, CA: Coast Community College District & the Corporation for Community College Television, 1992. VHS, color, 8 30-min. units on 2 videotapes. Child development for present or future child care providers, teachers and parents.

207. **Tape 2: Infancy.**

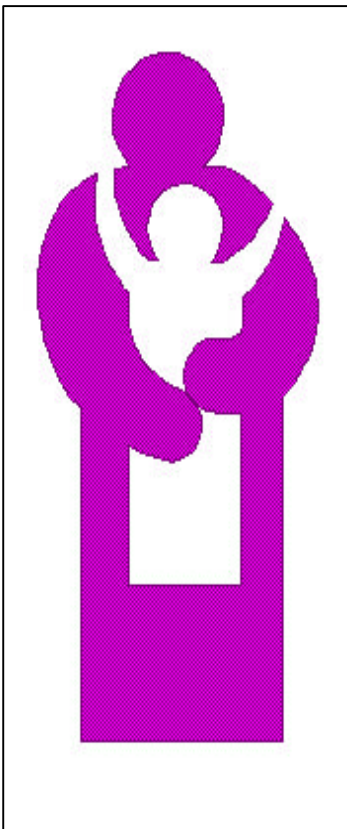
5. First adaptations: The growth of the infant brain and development of cognitive capabilities
6. The infant mind: Evidence that babies comprehend the world around them far earlier than was once assumed
7. First feelings: The classic developmental question of how much an infant's "personality" can be attributed to the baby's relationship with its primary caregiver
8. A first year: Documents the first year in the life of an infant

208. **Tape 3: Toddlerhood.** (ages 1-2)

9. Language and thinking: The brain and its role in facilitating and processing language during toddlerhood
10. I, toddler: How toddlers grapple with dependence, autonomy, and sense of self
11. Risk and resilience: Meet several children who have been abused or neglected; observe therapy sessions
12. The typical twos: A day in the life of three toddlers from varied family backgrounds

209. **Time with toddlers: training for caregivers.** Margie Carter and Kidspace Childcare Center. Produced by Jan Reed. Kidspace Childcare Center, 1991. VHS, color, 23 min. + trainer's guide. Attempts to remove the bad rap toddlers often get and replace it with delight, respect and appreciation. Offers a realistic look at typical toddler behavior in group settings, explained from a toddler's point of view. Excellent way to remind yourself why toddlers do what they do and see some recommended caregiving interactions.

210. **Toddler curriculum: making connections.** Featuring Dr. Alice S. Honig. Produced by Jean Chase, South Carolina ETV. Washington, DC: NAEYC, 1991. VHS, color, 20 min. Examines how children ages 12 to 36 months develop and learn. Shows how developmentally appropriate curriculum in the toddler classroom helps children develop new skills and become less dependent on adults.
- Your Baby Is Fussy. Atlanta, GA: Parent-Infant Resource Center, 1991. 2 VHS, color videotapes + 2 teaching manuals + parent handouts.
211. **Tape 1: Your baby is fussy : help your baby stay happy most of the time.** 11 min. This video shows parents how they can help their babies stay more in control of themselves and keep them from crying so much by developing routines, by keeping babies from getting too tired or too excited, by paying attention to their babies when they are awake and not crying, and by taking good care of themselves.
212. **Tape 2: Your baby is fussy : what to do to calm your crying baby.** 17 min. This video is intended to help parents view crying as a form of communication. It teaches parents how to find out what is wrong when their babies cry, techniques for comforting their babies, and what to do when nothing works.



Consistent, nurturing relationships with the same caregivers, including the primary one, early in life and throughout childhood are the cornerstones of both emotional and intellectual competence...

If these ties are cut off at arbitrary points, such as at the ends of fiscal years or semesters or when a child has reached a specific age, new losses are inflicted on youngsters who may already be scarred by loss and upheaval...

Day-care facilities often experience high staff turnover, in part because of poor pay and working conditions. For bureaucratic ease, many exacerbate the problem by assigning children to new caregivers each year, both rupturing the child's ties and discouraging the caregiver from investing deeply in any given youngster.

-Stanley Greenspan

From "The Growth of the Mind and the Endangered Origins of Intelligence".

Resources Elsewhere: Business Help for Providers

*by Christie Legler and Kathryn Wood Huck,
SBDC State Administrative Office*

The UW-Extension Small Business Development Center (SBDC), located at 13 sites across the state, welcomes the opportunity to help you establish and/or improve your child care or other small business. In the twenty years the Small Business Development Center has been in operation, it has helped thousands of Wisconsin business people, including child care providers, successfully establish and maintain businesses across the state. The SBDC would be glad to add you to their growing list of successful clients.

The Small Business Development Center offers owners and managers of small businesses and entrepreneurs considering going into business confidential, no-cost individual counseling services and low-cost, training programs in a variety of business related areas, including but, by far, not limited to:

- Writing a business plan
- Buying or selling a business
- Marketing
- Accounting
- Managing personnel
- Controlling costs

Counseling is usually done in person by appointment while training programs are offered in classrooms through computer software and via the World Wide Web. In fact, the course "Smart Steps Toward the Business of Child Care" is available online through the SBDC.

SBDC staff analyze the individual needs of each entrepreneur who comes into a Center for assistance, and they use extensive resources to link each businessperson to the knowledge, tools, and resources necessary for that person's business success. Their links include hundreds of university faculty and other professionals who are expert in all phases of business management.

One of their useful links is the UW System of Expertise, where "UW System faculty and staff experts provide access to relevant and accurate information for Wisconsin businesses." Although you must work with one of the UW System

liaisons to access this database, the service is free of charge. For more information, call 1-800-442-6461 or visit their website at www.uwsa.edu/xpertise.htm.

SBDC staff are also aware of the barriers faced by many women in business and actively work with Wisconsin Women Entrepreneurs and the Wisconsin Women's Business Initiative Corporation.

The Small Business Development Centers are conveniently located at the following sites:

- UW-Eau Claire SBDC: 715-836-5811
- UW-Green Bay SBDC: 920-465-2089
- Kenosha County SBDC: 414-605-1110
- UW-La Crosse SBDC: 608-785-8782
- UW-Madison SBDC: 608-263-7680
- UW-Milwaukee SBDC: 414-227-3240
- UW-Oshkosh SBDC: 920-424-1453
- UW-Platteville SBDC: 608-342-1038
- Racine County SBDC: 414-638-1713
- UW-River Falls SBDC: 715-425-0620
- UW-Stevens Point SBDC: 715-346-3838
- UW-Superior SBDC: 715-394-8351
- UW-Whitewater SBDC: 414-472-3217

Please call them to see what they can help you do for your child care business and for yourself as a business manager.

The staff at the SBDC State Administrative Office, located in Madison, would also be glad to answer your questions and help you connect to the Center closest to you. Please call the state office at 608-263-7794. While you are at it, check out the SBDC web site at <http://www.uwex.edu/sbdc> for a list of some of the services and training programs currently being offered at each Center.

The Small Business Development Program is funded by the U.S. Small Business Administration, the State of Wisconsin, the University of Wisconsin-Extension, and user fees.

Incredible Infants (Birth to 18 months)

- Hold, snuggle, talk and coo to build trust and help babies recognize faces, sounds and voices.
- Read stories and sing songs to help infants learn language, even though they won't be reading along for quite some time.
- Play simple games like "peek-a-boo" and "patty-cake" to show cause and effect and build hand-eye coordination.
- Use crib gyms, push/pull toys and balls to build muscles and strength.
- Let babies explore texture and touch with bright, light toys, like rattles, toys, cars or stuffed animals.
- Make things and explain how they work to teach new words and ideas.

Terrific Toddlers (18 to 36 months)

- Play "follow-the-leader" and "Simon says" to help toddlers follow directions and perform daily tasks.
- Play along with dress-up and make-believe to spark imagination. Act out simple scenes from favorite stories together.
- Use music and art to inspire creativity. Toy instruments, recordings, paper, paint and crayons teach about sound, color and texture.
- Toddlers like to organize items and group them by type. They learn how things work with building blocks and take-apart toys.
- Talk with your children and listen to their ideas. Ask them questions to show their opinion counts.
- Visit playgrounds often so your toddler can run, ride, climb and explore.

The latest research shows that starting from birth, you can dramatically improve your child's ability to learn by meeting these 10 essential needs:

1. **INTERACTION**
Consistent, long-term attention from child's capacity to learn.
2. **TOUCH**
Holding and cuddling does more than brain grow.
3. **STABLE RELATIONSHIPS**
with parents and other caregivers build
4. **SAFE, HEALTHY ENVIRONMENTS**
should be free of lead, loud noises, stress
5. **SELF-ESTEEM**
grows with respect, encouragement & beginning.
6. **QUALITY CARE**
from trained professionals can make child.
7. **PLAY**
helps your child explore his/her senses
8. **COMMUNICATION**
Talking with your baby builds verbal skills later in life.
9. **MUSIC**
expands your child's world, teaches rhythm with your child.
10. **READING**
to your child from the earliest days of lifelong love of books.

From the Robert R. McCormack Tribune "10 Essential Needs", 1998.

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